

11/11/1954

A Cultural Education for All  
Scope of Continuation  
Schools

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"A Liberal Education for All"

The People of Continuation Schools.

<sup>My</sup>  
in connection with the Columbus School  
<sup>to</sup>  
Lis Very sorry again for the loss of your columns & that N?  
which must needs

mind is ~~an active principle~~ which must needs wear out or rust out unless it be duly fed; that work is not good, even though it be the work of a great statesman, (our Pitt, Burke, Gladstone, &c.) were all not only great readers but students of literature; & the "Poetry's everything" of the last gives us the key to his penetrating thought; & that the obvious intention of the Mr. Fisher's 'Act' is that the minds of the people shall be fed, & that they shall be trained on ideas, as we also

The mind is sustained on ideas, as we all know, technical instruction leaves it limp; moreover it is <sup>too</sup> ~~rather~~ of formulas that if <sup>it</sup> ~~a mind~~ will not work neither shall it eat - work that is in getting & assimilating that mind-stuff on which it lives. We are offering food of sustenance - training, writes the

which it lives. He on the other hand, writes to his  
men in France & elsewhere, & turning his  
frustration at home of the tediousness of the lectures  
if they could only be writing or something "Thursday"  
it would not be so dull? (Poor fellow, he has more

Spring

p4pneu57E

We remember that "In any city, particularly  
in the city of Athens, it is easier to do men  
harm than to do them good." Many wise  
& common learned or exercised about  
the scope of Construction Schools but it is  
with diffidence that I venture to write  
through your columns ~~once again~~

p4pneu58E

read as he does not say if he might read.  
a man who is great but he has read! I do say  
& struggle after the lecture to be done, but there  
is partly one of good nature, partly, I would say  
fact - <sup>ment</sup>  
This of "Early Morning the Masses" is <sup>the</sup> <sup>2</sup> <sup>part</sup>  
part of which we have taken up with loyalty  
& zeal, but perhaps <sup>it is done to be</sup> <sup>loyal</sup> <sup>to the</sup> <sup>cause</sup>  
~~as to which has been done in the past, & what~~  
the principles which must inform our action.  
if the Construction School is a production  
which is <sup>in the</sup> <sup>mind</sup> <sup>of the</sup> <sup>people</sup>  
working <sup>in the</sup> <sup>mind</sup> <sup>of the</sup> <sup>people</sup>  
which is <sup>in the</sup> <sup>mind</sup> <sup>of the</sup> <sup>people</sup>  
is <sup>all</sup> <sup>so</sup> <sup>very</sup> <sup>disturbed</sup> <sup>by</sup> <sup>what</sup> <sup>you</sup> <sup>say</sup> <sup>of</sup> <sup>the</sup> <sup>future</sup>  
~~and we call "Labor's Harvest" but have a very right~~  
to have the men for the <sup>better</sup> <sup>over</sup> <sup>the</sup> <sup>present</sup> <sup>unhappiness</sup> of  
panicked mind? Our <sup>over</sup> <sup>the</sup> <sup>present</sup> <sup>unhappiness</sup> <sup>is</sup> <sup>to</sup> <sup>give</sup> <sup>them</sup>  
something else & something great to think of; it is  
surprising how accessible they are to great ideas  
& to the knowledge <sup>embodied</sup> <sup>in</sup> <sup>the</sup> <sup>ideas</sup>  
patterns of the situation lies in the fact that the  
man they have <sup>worked</sup> <sup>for</sup> <sup>is</sup> <sup>a</sup> <sup>great</sup> <sup>person</sup> <sup>and</sup> <sup>not</sup> <sup>an</sup> <sup>other</sup>  
then they are told - the best work you do, the more  
there is to go round' & they will 'strike' or die for  
any cause <sup>in the</sup> <sup>belief</sup> <sup>that</sup> <sup>they</sup> <sup>are</sup> <sup>doing</sup> <sup>their</sup> <sup>part</sup>

But - ideas are of slow growth, from out-of-much  
reading + assimilation, + are not to be taken  
by the slow even in condensation school; <sup>anyway</sup>  
it may help <sup>by</sup> ~~help~~ to correct what was done  
at the beginning with end of the last century  
toward - something thought not criticism.

He all remembers how, after the Napoleonic  
wars. <sup>leaves of youth. The</sup> ~~admirable~~ <sup>admirable</sup> Turgenev <sup>was</sup>  
formed under the inspiration of <sup>the</sup> great  
statesman, Stein <sup>the</sup> philosopher, Fichte.  
Prussia was miserable <sup>and</sup> impoverished  
then, but his concern was not with  
the arts which should make her rich but  
with history which should reform a  
philosophy which should guide her youth.  
Would that today the world take example  
by her own past!

~~And~~ <sup>For</sup> perhaps the world was not ripe  
for a league of virtue. Anyway, when  
met the earliest seeds of adolescent education  
was smothered, every of England's success  
in commerce + manufactures was the <sup>only</sup>





Second hand, as our record-contact with  
our labor may show. (For example) has  
convinced <sup>many of</sup> us.

It is a nation that received a substantial  
gift from the manufacturers & other  
employers of labor. Soon after home  
is <sup>helped in your case</sup> ~~helped in your case~~ <sup>with people</sup> ~~with people~~  
a week  $\frac{1}{2}$  paid for its wages  $\frac{1}{2}$  is no longer gift;  
of course in our <sup>it</sup> ~~this~~ gift directly to  
Mr. Fisher's Act, but <sup>ask</sup> ~~not~~ <sup>and</sup> ~~not~~ <sup>can</sup> ~~can~~ come in  
your effort the consent of the persons concerned  
in this case, the employers of labor. Now  
the means employed by them for teaching  
their own crafts to their own young employees  
are quite adequate, now, I believe, do they want  
to take back with the one hand what they had  
given with the other. Perhaps if a bill <sup>or</sup> ~~could~~  
be taken <sup>on the subject</sup> ~~on the subject~~ the verdict would be in favor of  
young persons who are ~~not~~ brought  
considerate attention, 'quick in the uptake' - with  
them those instructed in the elements of my  
crafts; that is, the psychological tests  
~~recommended in the~~ <sup>recommended in the</sup> ~~adopted~~ <sup>adopted</sup> in lieu of examinations  
in America would appeal to ~~them~~ <sup>employers at home,</sup>

19 June 1925

Public school men should respond to such tests  
but so in a remarkable degree should  
the boys & girls from elementary <sup>according to</sup> schools for  
~~that~~ the degree in which they have received  
a liberal education.

We in England are in a happier position  
in this respect -  
today there has been ~~been~~ <sup>been</sup> fullness to the test of any  
country hitherto because we are in a position  
to <sup>act upon</sup> ~~make use of~~ a great discovery; that is, that  
great uneducated & children & older persons  
are by nature qualified to deal with great books  
if they are properly presented to them. "It would  
be like a fairy tale" said a wonderful schoolmaster  
the other day; "I have tried great books in my  
school but nothing much has come of it".

The result is like a fairy tale if the right books  
are dealt with in the right way, but it is a  
single reading given to a passage or chapter  
without elucidation, & then, a consecutive  
reproduction <sup>requires</sup> ~~what~~ <sup>the</sup> ~~teacher~~ <sup>teacher</sup> orally or in writing;  
books always. The teacher's sympathy <sup>with</sup>  
the book. On no other hand, the best book  
in the world taught & explained, illustrated,  
becomes ~~unusable~~ <sup>useless</sup> ~~in the mouth~~.

At the risk of being a treason person, a "put fly",  
should say we do not go on and just associations  
with that part, many things are more that it is  
only by the way of the humanitarian that - a many  
hope to make intelligent & magnanimous  
citizens. This is no discovery. Every thoughtful  
person knows it <sup>or in many say it every day.</sup> ~~many have said it.~~

But the humanitarian comes an impostor field which  
can only be best attacked in the light of a recent  
discovery - that of an impostor aptitude & desire  
for knowledge - in the general mind, provided  
that ~~such knowledge~~ it be conveyed in a literary  
form: provided too that the mind be required  
to perform what we may call "the act of knowing"  
~~in its own self-sufficient form~~, that is, to  
reproduce in speech or writing that which  
has been received. Reproduction is  
we know one of the staples of educational arts,  
but the consecutive telling of a writing is  
considerable passage from a work of some  
~~definite literary value~~ <sup>literary value</sup> after a single reading  
which ~~elucidation of content~~ <sup>elucidation of content</sup> ~~for the benefit~~ <sup>for the benefit</sup> ~~of the reader~~ <sup>of the reader</sup>  
has educational values that are not ~~lost~~ <sup>lost</sup> ~~but~~ <sup>but</sup> ~~not~~ <sup>not</sup> ~~lost~~ <sup>lost</sup>  
~~lost~~. The link of an argument held together  
the image stands out the incidents as mixed  
the whole piece becomes personal property  
in a way that no amount of study <sup>proper names</sup> ~~proper names~~  
can be collected by a child of ~~proper names~~ <sup>proper names</sup> ~~proper names~~ <sup>proper names</sup>

for an examination work. PROPOSITIVE

An examination paper written by a full  
of children all of them used apt. words &  
necessarily. 275 names in all. Probably there  
is no better test of a liberal education than the  
recollection of proper names a person is expected  
to use with knowledge & facility as occasions arise;  
& though the following list (uncorrected) is  
taken from 'secondary' work, children in  
primary schools who do the same work but  
do not read so many books, would not  
use of at least 100 such names in the  
answering the same  
~~writing the same~~ examination papers ~~written of the~~  
List here An education which  
~~end of each term~~.

does not make one conversant with many  
men, ~~many~~ <sup>many events, places,</sup> things is not a liberal  
education & does not give power  
to look at different sides of a question  
& to form a right judgment in all things.  
For the man said anything more absurd  
than "There is no right - more dreadful than  
ignorance in action; it is the right at hand  
at the present moment, all ~~right~~ <sup>right</sup> is that  
in its choice, everyone knows, that education



the more so, as no expense whatever attends the experiment, except the cost of books which the young wage-earner will doubtless buy for himself.

We propose to send the programmes of the standard from which the above list of names has been <sup>is</sup> taken, for the use of County Schs. for girls & boys of 14-16. The work must be reduced as the time is short, but in 8 hours a week at least a dozen books may be in reading, & the conversation speaking & intelligent writing involved as well as the new and delightful knowledge will most certainly interest every possible class of young persons. "Talked to <sup>father</sup> <sup>a little</sup> about their duties as future citizens" with <sup>viewing</sup> <sup>to</sup> a school conducted as their lives "I <sup>(Pindar)</sup> <sup>Richard</sup> (play) Long Vill <sup>(Richard)</sup> & their 'Lives of every day life' all came in". These were books in reading by these eager young citizens & their intelligence & interest are described as "surpassing".

The work at the pupils of year 16-18  
is of a different order - it is more  
abstracted yet - into the general principle  
of it & not <sup>in its details</sup> should differ from  
the work.

"We must educate our masters," says  
"Class of persons is so responsible"  
education on 'liberal' lines as these  
'masters'. I am advocating  
only what the best opinion in the country  
advocate, <sup>as best</sup> I should consider with <sup>an</sup> ~~an~~  
of Mr. Lewis always present (not),  
but we have had it look to find out how  
to train incumbents of our school teachers  
& to prove that "Children are for delight"

Mr. Fisher.

Note. Every village parish will no doubt  
have its club in the evening days of evening  
- with dancing, carpentering & cooking  
book binding & other things - whatever the  
people have to do. I think it would be well  
to have some sort of organization with

Mr. Fisher

German Days by a Polish girl. Murray, 7/6 net.  
We thought we knew all there was to ~~German~~ <sup>talk about</sup>  
Germany & the Germans; & now did so  
just as the English point-of-view.  
We knew what English people could tell us.  
But here we have the entire - surveys  
from a fresh & slanted point, & Polish girl, a  
native of Posen where she went to school, formerly  
with Berlin where she lived later. Also we may  
the same out of eyes of singular keenness &  
intelligence what she is able to tell with an accurate  
command of domestic English.

